**TEXT RESPONSE RUBRIC – Year 8**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CRITERIA** | **VH** | **H** | **M** | **L** | **VL** |
| **Knowledge and control of the chosen content.** | Excellent knowledge of selected text is shown. Response is developed in outstanding detail and appropriately supported by evidence from the text. | Good knowledge of selected text. Response is developed in detail and supported by evidence from the text. | Knowledge of selected text is demonstrated. The response is detailed in parts, but not consistent. Response is supported by some evidence from the text. | Some knowledge of selected text is shown. Response contains limited detail and evidence from the text. | Little knowledge of the text is demonstrated. Response is not detailed and contains few, if any references to the text. |
| **Coherence and effectiveness of the structure and organisation of the writing.** | Structure is effective; clear introduction, body and conclusion are identifiable. Sophisticated selection of ideas, which are coherently ordered and developed. | Structure is effective; an introduction, body and conclusion are identifiable. Selection of ideas is suitable. These are ordered and developed well. | Structure is appropriate; an introduction, body and conclusion are identifiable. Selection of ideas is mostly suitable. These are ordered and developed. | Structure is not effective; lacking development of one or more of the introduction, body or conclusion. Selection of ideas is limited. These are not developed or ordered effectively. | Structure is not effective; lacking development of one or more of the introduction, body or conclusion. Selection of ideas is not appropriate. The essay is poorly organized and ideas are not developed. |
| **Control of the convention of the English language** | Excellent control of the mechanics of language to support meaning.  Effective and accurate language appropriate to the specific purpose of the tasks. Essay is expressive and fluent. | Good control of the mechanics of language to support meaning.  Language is appropriate to the specific purpose of the task. Expression is generally fluent | Competent control of the mechanics of language to support meaning.  Language is mostly appropriate to the specific purpose of the tasks. Expression is mostly clear and fluent. | Control of mechanics of language to support meaning is limited. Language is inappropriate at times and expression is confusing and unclear. | Control of mechanics of language to support meaning is poor. Language is inappropriate and expression is confusing and unclear for the majority of the essay |